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ABSTRACT

This unit provides six lessons in which students develop a strategy for political action on a local environmental issue. The unit emphasizes the process of solving political problems within the political system and may be adapted to any geographical or social problem. The first lesson introduces a general environmental issue and requires students to make a value decision between the rights of people and nature. In lesson two, the students examine a local environmental problem in political terms through a simulation and a field trip. Lesson three is a simulation which introduces students to the concepts of conflict, conflict solution, and decision making. Lesson four is a slide discussion of the various kinds of political power. Lesson five provides readings and questions for a discussion on how organized, political-pressure groups work. Lesson six requires the students to formulate their own political strategy for a solution to the environmental issue. Except for audiovisual materials, this unit contains all the necessary student readings, teaching instructions, discussion questions, and evaluation questions for the unit. (DE)

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UNIT ON POLITICAL

DECISION-MAKING and ACTION STRATEGY

over a

LOCAL ENVIRONMENTAL PROBLEM

SØ 008 954

Developed by:
Robert Gutierrez

1975

This unit was funded by
The Office of Environmental Education, Fla.

OVERVIEW

FEB 23 1978

This is a unit of instruction which has the student look at and become involved with a portion of political reality that is present in the American political system. It is not a complete study of politics but it views an important aspect of that process. This unit has the student formulate conclusions over the political action of bringing demands and supports to the system. This action is the primary mover in the ultimate creation of political policy in the American system. It seems to be a logical take-off point to the study of the political system itself. The unit presented here serves such a purpose as it is the third unit of a course of study being devised for Pinellas County schools for American government.

The basic strategy used is to have the student look at one case study in which demand and supports are being expressed toward political system. This case represents a controversial issue in our society: the environmental issue. The case is also about a local political problem: What is going to be done with the Gateway area? It is hoped that this will give the student a relevant and meaningful quality. The unit divides its study into the following phases:

a. identifying the problem
b. valuing
c. conceptualizing
d. inquiring into the political process
e. applying formulated conclusions

The first lesson has the student look at the environmental issue in general. The teacher is not given much direction in this lesson, as opposed to the ones following, because it attempts to introduce the value dilemma that the unit is based on. The unit has the student decide between the rights of people and nature. This lesson introduces this general issue area so that the students begin to reflect on their emotions and values held at that particular time.

The unit has the student secondly become aware of the specific political problem by identifying it in political terms. This is done by identifying the factions of the political conflict which is always present in a political problem, and specifying how the political problem affects the political system.

Once the problem has been clearly stated the unit asks the student to make a somewhat rational value choice as to what should be done to solve this problem. The term "somewhat" is used because the entire course develops a process of rational valuing based on a logic model by Toulmin.* Without getting into the model here, the student is asked to look at alternative solutions for the problem by considering their positive and negative effects. From this process the students determine the alternatives most in line with their values.

With his solution, the student is ready to begin his study of how people successfully bring their messages to the political system. Like all generalized studies of phenomena, a student must begin his climb to the abstract formulation of an explanation by defining some basic ideas, i.e.; conceptualize. The unit has the student do this for the political concepts:

1. conflict

2. power

ACKNOWLEDGEMENTS

This short unit is a product that relied on the help of many people. It is hoped that the unit in completed form, reflects the generous and excellent aid the writer received. Any flaws are solely attributed to the writer.

First mention of gratitude goes to the field testing teachers that took on the chore of handling the unfamiliar wholeheartedly and were responsible for productive feedback. They were John Burton, of Boca Ciega High School; Doug Worth of Northeast High School and Thomas Stockton, Gibbs High School. Their participating students also, afforded much patience and insight in their evaluations.

Special thanks go to Ann Parker, Gibbs High School. She is the science teacher responsible for the field trip reading in lesson two.

At the supervisory level, I would like to thank Steven Woolard, Bureau of Environmental Education, for his endless help and encouragement. Also John Still, Supervisor of Social Studies, Pinellas County, for his cooperation and N. O. Clark, Special Projects, Pinellas County--for keeping the chores of bookkeeping at a minimal.

A word of gratitude must also be extended to Mr. Bruce McMillan, principal of Gibbs High School for the use of school facilities in producing this package.

Student has a simulation game to play in which he is placed in a variety of conflicts. This game helps the student formulate a functional idea of realistic conflicts as he tries to devise conflict strategies in order to win the game. The game is followed by a slide presentation that has the student define the concept of power. The slides present examples of power divided into different types. A working definition is formulated as the class discuss the presence or absence of power in everyday life.

Before the students finish the conceptualizing phase, they are to be introduced to two more concepts:

1. pressure groups

2. organizations

Here the teacher presents definitions for these ideas that the student is to commit to memory and then apply along with the previous concepts, to the inquiry that follows.

The inquiry of the actual process leads the student to analyze three case studies depicting successful campaigns in which groups convince respective governments to respond to their wishes. The lesson introduces the variable--organization on the part of the citizenry as an independent variable, affecting the willingness of government to respond to the wishes of people. The student hypothesizes those forces that lead to successful strategies and then tests these hypotheses by looking at the other cases. By the end of this phase, the student is to derive his conclusion based on rational inquiry of the data presented.

The last phase has the student apply his conclusions to the original political problem about which he was asked to take a value position. He is to devise a political strategy that:

1. implements his solution to the political problem posed by the Gateway decision

2. logically uses the conclusions formed in the previous phase.

It is hoped that the building process is observable in the development of the entire inquiry. This process is to have the student simulate the natural problem solving steps a rational thinker takes. The unit takes an obvious position that supports rational decision making. It is felt that our societal problems need this type of approach.

For those teachers who might use this unit outside of Pinellas County, local environmental problems can substitute for the one presented here. This unit emphasizes the <u>process</u> not the <u>content</u> of solving political problems. Therefore, the content can change without doing any basic harm to its strategy.

One final word on the instructions given within this unit. These instructions might appear to constrain the teacher to a step-by-step procedure.

That is not the intention. The teacher is first encouraged to review the following objectives. Evaluate and change them so that they meet the needs of the particular classrooms involved. Then evaluate the procedures. They might not emphasize the lesson to your liking or might miss the temperament of the students. Only a teacher can make those judgements. Feel free to change and improve the unit.

*Note: The rational decision making model used here can be found in R. F. Allen's Teaching Guide for the Plover Books, especially chapter six, pp. 45-49

UNIT OBJECTIVES:

I. Given a case study which describes a social, political problem that originates from the needs of the environment the student will, by choosing the correct answer on a multiple-choice questions or filling in the blank,

a. Define the problem that has a dysfunctional effect on a political system;

b. Define the problem in terms of the nature of the conflict;

c. Give a value commitment on what should be done and reasons for the value commitment that are deduced logically from the case.

2. Given a list of the following concepts, interest group and political resource, and a list of their attributes, the student will be able to match the verbal symbols with their attributes.

3. Given a case study on societal conflict, the student will analyze the conflict as to its factions and conflict strengths.

4. Given an essay describing the generalized strategy for conflict which is presented in the game with blank spaces where important different variables and factors to that strategy are missing, the student will demonstrate his ability to generalize the strategy by appropriately filling in the blanks.

5. Given a list of 8 to 10 conflicts in which the student can become involved and given the continuum, very interesting, interesting, neutral, uninteresting, very uninteresting...the student will demonstrate any positive change in interest between pre and post-test in checking their interest levels for the separate conflicts.

6. Given a list of newspaper articles (4 or 5) dealing with different societal conflicts before and after playing the game, the student will identify those conflicts in which he could get involved. In the post-test he will identify more conflicts in the category of his possible involvement.

7. Given the following concept--Power--the student will be able to match the verbal symbol with the following attribute:

> a situation when one party gets another party to do something the second party would not do otherwise.

8. Given the following types of power--coersive, legitimate, reward, expert and referent, and a list of four statements with each word, the student will choose the statement that illustrates the appropriate type of Power. The criterion for each type is as follows:

a. coersive: power based on the expectation of punishment

b. reward: power based on the expectation of a positive result

c. referent: power based on the wish to become a part or associated with something

d. expert: power based on the belief of someone's superior knowledge

e. legitimate: power based on respect or loyalty to some authority.

9. Given information that describes a successful campaign in a political, environmental conflict and four statements that relate to the description, the student will choose the statement that hypothesizes a cause and effect relation between the variable, organization, and success in the conflict.

10. Given a hypothesis that relates the ability or inability of a well organized group to subvert the will of the majority and some case description in which the idea of the hypothesis is tested, the student will form a conclusion as to the validity of the hypothesis; i.e., form a generalization.

11. Given a test question that asks for students to write down the two generalizations held by political scientists, the student will recall the following generalizations by writing down statements that denote their meaning. They are:

a. If a group of persons trying to attain political favors is well organized, then that group will tend to have more power than a group not as organized.

b. If an interest group has sufficient skill and power, then it can block public policy supported by the majority of people.

12. Given the assignment, in a two page paper, write down a political strategy that implements your value choice in the Gateway problem. The student will apply logically, the conclusions he formulated during the course of this unit.

Pre-UNIT LESSON
The Political System

Lesson Objectives:

1. Student will recall the following characteristics of a political system

   a. that it must satisfy its functions

   b. that there are five functions given; adaptive, system maintenance, boundary, productive and managerial

2. Student will recall that a political problem has the following characteristic:

   relates to a situation in which a political system is deterred from satisfying one of its functions

Procedure:

Pre-LESSON. Administer Pre-Test

1. Hand out the reading for this Pre-Unit Lesson. Have students read it.

2. Explain that this unit is designed to follow two other units which go over the ideas of political system and political problem. The reading is a way of giving them basic information covered in those units.

3. Using the discussion questions as springboards, conduct a discussion that brings out the main points of the reading. The above objectives specify what those are. The students are going to apply the definition of political problem to the case study the unit is based on. The basic skill is to be able to identify political problems in political terms.

4. Review the Overview for understanding. The students will follow, during the course of the unit, the process described in their objectives.

PRE-UNIT READING #1

Political Systems and Their Problems:

The concept of systems has been applied to the study of Politics. Generally, systems are bodies of things or groups. These things or groups inter-relate with each other in some way. Your classroom is an example of a system in which teacher, student, furniture and other objects inter-relate. The things making up a system can be, in turn, systems or sub-systems to the larger system. Politics, viewed as a system then, is a maze of people, groups, buildings and so on, inter-relating.

If we extend this conception a bit further and give it life (which then like an animal, systems tend to want to survive. That is, systems do things that will assure their continued existence. There are exceptions to this). In politics, the "animal" in question is the government and like any system , it must do things that will save it from extinction.

In this lesson, the things a political system must perform are classified into groups called <u>functions</u>. For a system to survive it must satisfy its functions. There are five important functions:

1. Adaptive Function--the political system must change, to some minimal amount, to keep up with the changes in the society...

2. System maintenance--the political system must maintain a minimal level of stability and continuity over time...

3. Boundary function--the political system must defend itself from enemies it might have outside itself...

4. Production function..the political system must accomplish to some minimal level, those goals and purposes for which it was established...and

5. Managerial function--the political system must coordinate and keep in order, to some minimal level, its activities and policies.

If the political system does not satisfy these functions it will cease to exist.

Using this outline, one can say a political system has a <u>political problem</u> when a situation arises in the political system or without it, that interferes with the political system satisfying its functions.

OVERVIEW FOR THE STUDENT

You will next begin a unit of instruction that has you study a political problem. You are asked to become involved with that problem in such a way that hopefully, you will come away with an elementary understanding of what it means to fight for a political goal. This problem is found in the environment of the local (Pinellas County) political system. The conclusions you formulate though, will most likely apply to all political systems.

The ultimate objective of this unit is to have the student develop a strategy for political action in a political system.

The method used to accomplish this is to study a local problem dealing with the natural environment. You will be looking at a political problem that has been occuring in your community. The problem is a case study--an example. It is not a situation in which the whole environment depends on, but it is the type of situation that can be found all over the country--making up the environmental crisis.

It should be stressed that this unit does not take a stand on what should be done with case. Instead, it has the student develop his own decision and then, through certain exercise, has him develop his own strategy to put that decision into effect.

The problem chosen was chosen for the following reasons:

1. It is close to the student, affecting his community and therefore, his life....

2. It is representative of the type of problem that makes up the environmental crisis in that both sides have legitimate concerns....

3. The problem is relatively simple, few interests are directly involved at this time.

To accomplish the ultimate objective stated above, the following objectives must be met first:

The student will:

1. Remember the basic components of the environmental crisis

2. Define the local environmental problem in political terms

3. Make a value choice as to what should be done to solve the problem

4. Formulate an understanding for the ideas conflict, power, pressure group and organization

5. Make some preliminary conclusions as to what will make up a successful strategy to implement a political decision

6. Test the preliminary conclusions and formulate sounder more reliable conclusions.

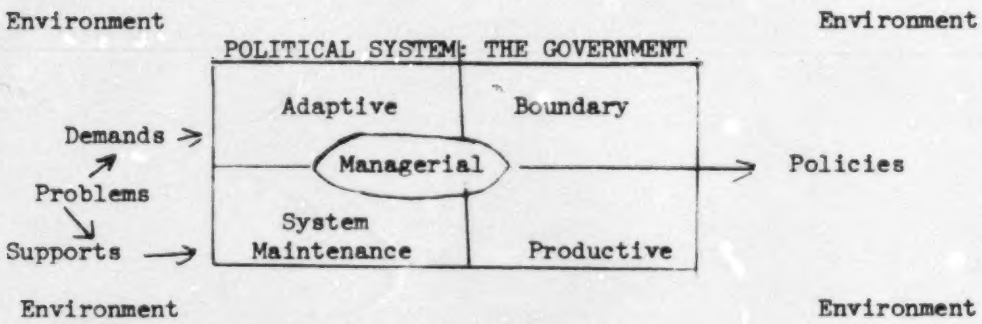
7. Apply those conclusions to the problem by formulating a political strategy.

These objectives have a developing logic that it is hoped will become apparent to you.

For Discussion

1. Review the above functions. Can you give examples or political problems that would endanger the satisfying of each function?

2. Study this illustration. Can you explain it given the above description?



3. Apply the ideas of system and functions to your family. Pick one of the above functions and explain how your family must satisfy it in order for your family to continue as a family. What responsibility does satisfying that function give you as a member of the family?

4. What do you suppose you find in the "environment" of a political system?

Lesson One: The Environmental Decision

This lesson is not structured as the following lessons will be. The teacher is asked to view some or all of the films suggested and decide the best method of presentation. The films show the value dilemma central to the environmental crisis. That is, are the rights of man or the right of nature more important? Of course, the question is preceded by such questions as:

Where do rights come from?

Does nature have rights?

Under what conditions?

For some students these questions have never been a concern. Therefore, this lesson is a transitory trip from his daily concerns to the concerns of the unit.

PROCEDURE:

1. Show one of the following films:

"Paradise Threatened"
"Tragedy of the Commons"
"Tree House"

The films explore, in different ways, the relation of man and nature. They explore the possibility of the existence of a responsibility toward nature and on which value orientation such a responsibility is based. To view these films, write to:

Florida Office of Environmental Education
Knott Building
Tallahassee, Fla. 32304

2. Teacher-led discussion should follow. This discussion should first establish the dilemma of the films. Emphasis should be placed on seeking student reaction to this problem area. Teacher should lead discussion to have the students narrow their concern to local issues of which they might be aware. The basic strategy is to have students realize that the environmental issue is made up of smaller, individual situations--that the whole crisis does not depend on a few key situations but many small ones which must be met if the crisis is going to be solved.

Lesson Two

Defining a Local Environmental Problem in Political Terms

UNIT OBJECTIVE: Given a case study which describes a social, political problem that originates from the needs of the environment, the student will, by choosing the correct answer on a multiple-choice questions or filling in the blank,

a. Define the problem that has a dysfunctional effect on a political system;
b. Define the problem in terms of the nature of the conflict;
c. Give a value commitment on what should be done and reasons for the value commitment that are deduced logically from the case.

LESSON (enabling) OBJECTIVES:

1. Student will apply a definition of political problems to a conflict described in a case study.
2. Student will recall a definition for faction.
3. Student will identify the factions in the conflict under study.
4. Student will aid in developing alternatives which will solve the conflict.
5. Student will analyze logical alternatives by hypothesizing positive and negative results.
6. Student will make a value commitment by choosing one of the studied alternatives as their own choice and explaining that choice by pointing out how the positive results outweigh the negative results.

PROCEDURE:

Pre-lesson: Students are given Reading 1 that is to be read before first class

DAY 1

1. Through class discussion Reading 1 is reviewed. Teacher may use the following questions as a guide:

   a. What is the political problem in the story you read for homework? Explain how the situation is dysfunctional to the political system.

Answer: Answers might vary, but all answers should point out that the case describes a conflict or dis-equilibrium. This is turn interference with the political system fulfilling its necessary functions.

   b. (After giving the students a definition for faction, a party in a conflict, ask) Which are the factions in this conflict?

Answer: Developers vs. Environmentalists

   c. Does the story explain or can you guess at the motives which are encouraging these factions into conflict? If so, what are they?

Answer: Allow free discussion

d. What are different alternative courses of action that might resolve this conflict?

Answer: Varying--teacher should list these on board.

e. Which alternative do you think is best?

Answer: Allow students to free-flow their ideas through answers which will vary and then teacher might play "devil's advocate." Teacher is introduced "taking" as an alternative if students have not.

2. Teacher proceeds to lead students to analyze one of the alternatives given in discussion. He does this by first telling students to suppose one of the alternatives were put into effect. The teacher has students suggest all the positive results that will come from the alternative course of action. Then the students suggest all the negative results that will happen. These results should also be recorded on the board. Discussion should follow as to the wisdom of implementing this alternative using the results.

3. Teacher next sets up for role playing exercise. The class is to role-play a state cabinet meeting that is the process of resolving the conflict. The teacher must fill the following roles with students:

1 Governor (must be a responsible student)
4 Cabinet Members
1 to 3 member delegation representing Developers
1 to 3 member delegation representing supporters of protecting the Wetlands
1 to 3 member delegation representing supporters state buying Land

Each role has a role description. These should be handed out to the appropriate students.

Homework: Students are to read their role descriptions and do the exercise that has them prepare their positions.

DAY 2

4. Teacher sets up for role playing activity. It is best to have the "Cabinet" in front of class and allow the witnesses to come before it. "Governor" should lead the proceedings by introducing the topic for discussion and calling witnesses.

5. With 5 minutes left, either the "Governor" or teacher breaks the proceedings and announces that the next day the class will go on a field trip to investigate the area under discussion.

DAY 3

The activities for Day 3 can be viewed as optional. The teacher can do

one or both of the following. The purpose is to add to the sensitivity of students the importance and complexity of this conflict.

6. Students Go Out on a Field Trip.

   a. On this trip, students are to complete the handout--"The Gateway Wetlands". The teacher might feel that the handout is too technical and might want to simplify it. The assignment can also be in cooperation with a related science study. A science teacher should be used to direct the field trip. If a field trip is impossible, the showing of the film "The Salt Marsh, A Question of Values" (E.B.F.)

   b. Bring in people in the community who are involved with the Gateway controversy or the development controversy in the county. People from the Developers group and the environmentalists can be used. These speakers can be used in a panel format or individually. The purpose is to present an equal presentation for both sides of the controversy.

DAY 4

7. Students complete their role playing activities, with "Governor" chairing the proceedings.

8. When role playing has been completed, each student fills in a value sheet which demonstrates the student's initial position on the conflict. Teacher collects these sheets and evaluates them according to lesson objective 6. END OF LESSON

Materials:	Equipment
Reading 1	None
Role Playing Descriptions	
The Gateway Wetlands	
Handout: Value Sheet	

READING #1

GATEWAY: To Develop or Not

In Pinellas County, an ungoing political problem keeps surfacing. It deals with one of the last natural coastlines on the peninsula. The controversy is referred to as the Gateway development. Simply stated, the political problem is: Should the Gateway area be allowed to be developed.

Development is the building of homes, parks, stores, etc. Pinellas, because of its rapid population increases of the past decades, has experienced expansive development. Development of course, changes the natural environment. Many natural processes are destroyed. In the case of the Gateway area, wetlands (transitory section that divides the land from the bay) would be disturbed if not destroyed. Most wetlands in Pinellas have lost their vegetation and sea walls stand where they once thrived because of development. The Gateway area is the largest of the few wetlands left in the county.

Wetlands offer many advantages to man. One is that the area serves as a buffer between oncoming high tides during storms, minimizing the chances for flooding. Probably the most important contribution of wetlands to man is that many commercial sea animals spawn in the brackish water of the wetlands. There are many other advantages, too numerous to list here. But, in any event, the development of wetlands is costly in terms of these lost advantages, as well as profitable.

In the case of Gateway, several attempts have been made to develop the area. The most ambitious project proposed was to build an amusement park-trade complex. This was supported by St. Petersburg officials, such as former Mayor Wedding. The project was proposed by Suncoast International, a developing firm. As part of the plan, pointing out that no one knew what the effect of the project would have to the local environment, the city of St. Petersburg was going to annex the areas and rezone it (it is presently zoned for agricultural use). Local environmentalists objected to the plan, pointing out that no one knew what the effect of the project would have to the local environment. The project at this time seems dead,but the attractiveness of the area for potential development is still admired by those who would want to make a profitable dollar from some sort of project.

And so one might argue it should be attractive. Surely the idea of a man investing on some resource, in this case land, to make a profit, is a basic idea of our economy. The people involved with this land, who own the land, feel they have certain rights to it. They pay taxes on that land, high ones, and would like to see their forethought and ingenuity pay off. After all, isn't that what America is all about?

THE TAKING ISSUE

One solution to the controversy of the Gateway lies in a strategy known as "taking". Taking is a simple policy in which the government regulates what a person does with his land. For example, one way to prevent anyone from developing the Gateway area is to deny any building permits to be issued for the area. The reason it is called "taking" is because the government is limiting the use of property; therefore taking the property from the owner. This strategy might cause some legal problems. The United

States Constitution states in the Fifth Amendment:

.....nor small private property be taken for public use without just compensation. Just compensation is usually considered market price. In the case of the Gateway, market price is $15 million.

There have been many court cases in which people have sued local governments, charging that these governments passed laws that regulated the use of their private land. Their suits saw the action as"taking" the land and that they should be compensated (paid) for their land. In many cases the courts have decided that the government had the right to regulate the land without paying. A study of such cases stated: "It is an American fable or myth that a man can use his land any way he pleases regardless of his neighbors".

In other cases the court has found in favor of the land owners. In 1922 the Supreme Court established a loose guideline that should be followed in such cases. Justice Holmes wrote in the majority opinion of Pennsylvania Coal Company vs Mahon case that "The general rule at least is, that while property may be regulated to a certain extent, if regulation goes too far it will be recognized as a "taking". How this guideline applies to the Wetlands, and more specifically to the Gateway, is a matter of interpretation. Until a court decides though, regulation through the denial of permits might be a way to prevent development.

Tomorrow the class will discuss this case. It will be helpful if the students can answer these questions.

1. How is the Gateway area development a political problem?

2. Who are the political adversaries in this political problem?

3. Summarize the positions of both sides of the conflict.

4. Has any governmental body shown a preference in this conflict? If so, which governmental agency is it and what side did they prefer?

5. How can the "taking" issue be used in the Gateway question?

ROLE PLAYING DESCRIPTIONS

Tomorrow you will be role playing a state cabinet meeting, that is, you will pretend that the class is going to convene the cabinet and decide if the state should buy the Gateway area. The cabinet is made up of elected officials. Each official is head of a different department of the executive branch of state government and it also has the governor at its head. For example, members of the cabinet include the Superintendent of Education, head of the State Department of Education; the State Attorney General, head of the State Department of Justice, and so on. It is much like the cabinet under the President in the federal government except for two important differences.

1. The states usually vote for their cabinet members, whereas the President appoints his.....

2. State cabinets usually have to vote on how state money that has been appropriated by the legislature, will be spent, whereas the President can have the last say in the Federal system.

In our classroom "cabinet" meeting, the following roles will be acted out by students who are chosen by the teacher:

Governor	Members of a delegation representing
Cabinet Member #1	developers
Cabinet Member #2	Members of a delegation representing
Cabinet Member #3	the protection of the wetlands
Cabinet Member #4	Members of a delegation representing
	the position that the state buy the land.
	Audience

You are to read the following role description that pertains to the role the teacher has given you. Then, you are to do the exercise that follows the descriptions in preparation for the role playing activity. For the activity to be successful, each participant must really take on his role.

Governor: You have a very responsible position. You must chair the cabinet meeting. That is, you call the people who will appear before the cabinet. Below are the other witnesses; make a list of the witnesses in the order you are going to call them. You are also responsible to maintain order and call the other cabinet members when it is time for them to ask questions of the witnesses. Of course, you get to ask questions, also....

One more word about procedure . When witnesses are called they should be given five minutes to present their case. Then each of the cabinet members, including yourself, should have about three minutes to ask questions if there are any.

As for your role, you have been a popular governor and there has been some talk of you running for President or Vice-President of the country. You might be willing to go along with that effort and even help it along.

Cabinet Member #1: You were elected from a very urban area. You have seen what fast development can do to the environment. You have been a strong supporter on environmental causes.

Cabinet Member #2: You are from an area that is developing very rapidly, like Pinellas County. Developers contributed heavily in your last campaign. You are counting on their contributions in the future.

Cabinet Member #3: You consider yourself a friend of the working man. You are for spending tax money that will be helpful in creating jobs. You are against those things that would discourage jobs or hurt the workingman.

Cabinet Member #4: You are very indebted to environmentalist groups. They supported your candidacy in the last election all around the state. While you are not necessarily a strong proponent of environmental issues, your opponent was considered a strong anti-environmentalist. Therefore, these groups supported you. Come next election it would be nice to have that support again.

Member of the delegation representing developers: The area is an attractive one. If developed people would like to live there. They will be willing to pay large fees. It would mean large profits for the developers involved. It would also mean a lot of jobs for construction workers. Finally, it would mean a lot of money in the Pinellas economy, which would benefit everyone.

Member of the delegation representing the protection of the wetlands: You are a member of a group that is convinced that the wetlands case is a typical example of how the environment will be lost for future generations. You realize that the benefits and beauty of nature will not be lost because of one action, but through a succession of abuses that little by little will destroy the environment. The only way to stop this trend is to fight each time someone proposes to do unnecessary harm to the natural setting. In the case of the Gateway, Pinellas is already over developed and the benefits of the wetlands as they are surely outweigh the benefits of one more development.

Member of the delegation that supports the state buying the land: You think that a good resolution to the conflict is for the state to buy the wetlands. This will cost the taxpayers $15 million.

Audience: You pick an alternative (one of the above positions or one of your own). Then, do the assignment that follows:

Assignment:

You are to write an alternative to solve the problem between environmentalist and developers. Your alternative should follow logically from your role description. Then, you are to list all the positive and negative results that would be put into effect if your alternative would be used (you can guess at this).

THE GATEWAY WETLANDS

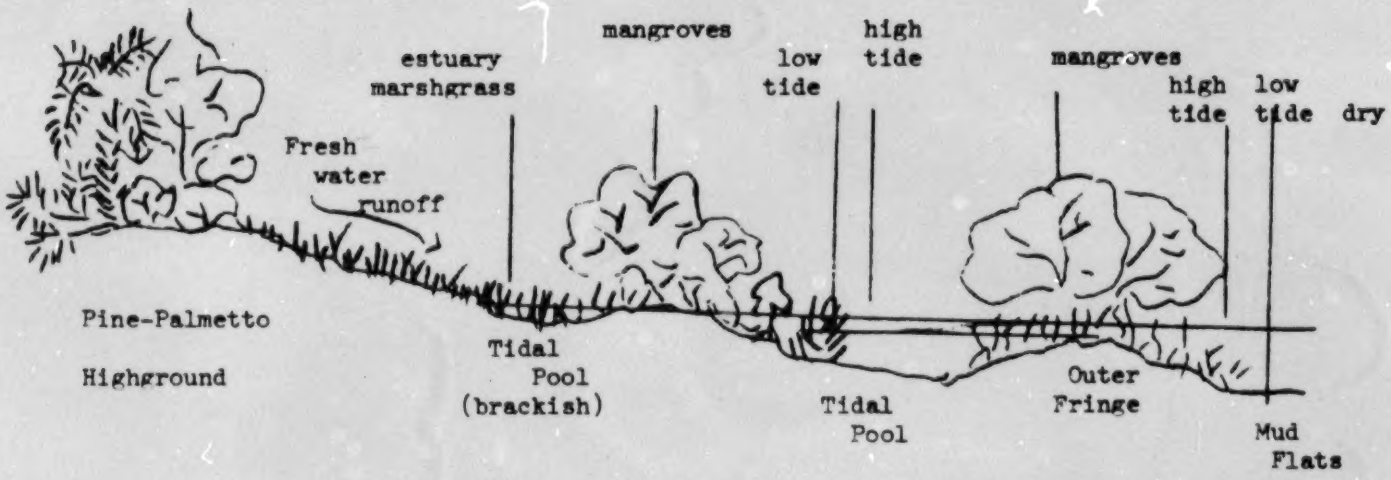
A unique natural community survives in the wetlands which curve along the northern shores of St. Petersburg. A strip of uninterrupted salt marsh and mangrove swampland extends from the I-75 approach to the Howard Frankland Bridge, west to the backyard of the Clearwater Airport. This undeveloped land skirting Tampa Bay contains about one thousand acres of relatively wild and undisturbed land.

This shoreline consists of a broken chain of tiny mangrove islands, mud flats and marsh lands, and represents one of the great natural resources of Florida. These mangrove salt marshes are responsible for the deep peat beds that form a protective covering along the coasts of southern and west Florida. They help to reduce the effects of violent hurricanes, and protect the shoreline from erosion by storm tides. Salt marshes have some capacity to handle "degradable" wastes and pollution. They act as natural filters and digesters provided that the inflow of such pollution is slow enough to be absorbed by the system.

In tropical or sub-tropical climates, marshy coastal areas often contain two species of mangrove trees. These hearty plants are salt-tolerant and grow along sheltered gulf or bay shorelines. The mangrove is called "the island builder". Its prop roots not only provide a surface for the attachment of marine life such as oysters, but their leggy supporting roots entangle and trap floating organic debris, mud and sand until a small mound of bottom material is built up beneath the protection of the roots. Gradually, as more mangroves anchor and take root in the area, more and more bottom material mounts up until the roots are surrounded by a rising foothold of richly-stocked mud and sand. In the absence of severe tides and storms, eventually islands appear beneath the hearty mangroves to form a fringe of protection along the low, muddy beaches.

It is behind these natural barriers of small islands that a special tidal zone develops--intermediate between the open water and the thick beds of marsh grass further inland. Fresh water running off the land meets and mixes with the salty tidal water to create large, sheltered pools of water which have a lower salt content. This area of brackish water is called an estuary. This unique habitat contains the greatest diversity of plants and animals found in any one habitat on earth. Both fresh water and salt water plants can live here with land animals and marine animals. Scientists call estuaries the "Cradle of the Sea"--a nursery grounds for young plants and animals.

This diagram illustrates a physical profile of the Gateway Wetlands



Where does the fresh water come from that enters the tidal pools along the shore? These mangrove and marsh grass areas are alternately wet and dry with the tides from the sea side, however, the more inland portions of the marsh contain freshwater which drains from the high ground behind the lowlands. The amount of fresh water draining into Tampa Bay is, of course, especially high during the heavy rains of summer. The Gateway marsh receives fresh water as "runoff" from higher ground back in the developed areas of St. Petersburg. Fresh water drains down from Saw Grass Lake in Pinellas Park, from principle city drainage ditches and storm sewers, and as sheet runoff. The major outflow of fresh water into the Bay occurs near the junction of Roosevelt Boulevard and I-75.

Characteristically, estuaries tend to be more productive than either the sea on one side or the fresh water drainage on the other. An estuary is a nutrient trap--a self-enriching system. The productivity of an acre of marsh land was found to be 4.8 tons per year. This is twice as productive as an acre sized cornfield. In the marshy areas inland from the mangrove fringe, all of the plant and other organic matter accumulates during high water, and then decays when it is exposed during dry periods. This dead and decaying plant material is called Detritus and contains a wide spectrum of chemicals and nutrients. Microscopic plants called Diatoms and many varieties of fungi and bacteria digest and break down the thick mat of Detritus, thus releasing the valuable nutrients into the calm tide pools. The "rich soup" is food--a basic mainstay for the simplest creatures of the food web of the marshlands. Who eats the Detritus? The answer to that question reveals just one relationship among the inhabitants of the estuary: just one food chain of the complex web.

Detritus is: eaten by Bacteria and Fungi; Fiddler Crab; Fish (juvenile); and Great Blue Heron

In the waters fish are abundant in the shallows where as juveniles they feed on the insects, organic debris or algae. Some of the specimens found there are:

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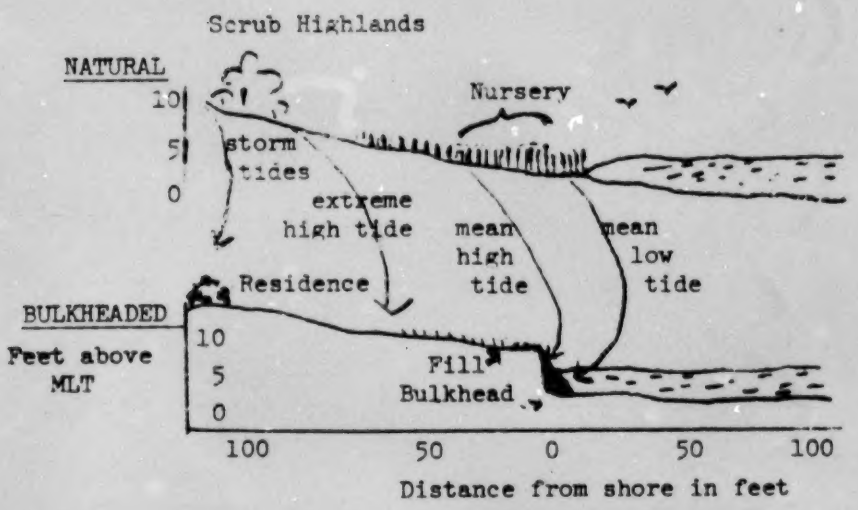
Flagfish Mackerel Birdfish Catfish Spotted Sea Trout Drum
Anchovie Menhaden Killfish Sheepshead Mullet Grunt Flounder

Other marine animals are the Squid, Shrimp, Oysters, Clams and Crabs. Upon maturing, these species go further to sea and become part of our commercial and game fisheries.

Here is a list of land and air animals which make these wetlands their home, their feeding and nesting grounds: Sea gulls, Egrets, Herons, Sandpipers and numerous shore birds, land Crabs, Turtles, Raccoon, Opossum, frogs, songbirds, wood Storks, Ibis, Pelicans and numerous rodents and marsh Rabbits.

Marshlands with this abundance and variety can hardly be called "wasteland". In terms of the production of seafood and as a "Link to the Sun", this community is priceless and irreplaceable. In the salt wetlands Nature has created her most efficient self-fueling machine which constantly contributes life to the sea.

What happens when these lands are filled, bulkheaded and developed? The following excerpt taken from Eugene T. Odum's Fundamentals of Ecology may explain what is lost.



22

"Bulkheading destroys the most important part of the estuarine "nursery ground" and encourages the building of housing developments that are vulnerable to hurricanes and other storms. This is only one of the numerous kinds of modification undertaken in the name of "progress" and"development" which unwittingly destroys natural resources often at great cost to taxpayers, since most such operations are not paid for "by private" developers but by state or federal funds from the "rivers and harbors pork barrel political system."

"The potential high productivity of estuaries has often not been appreciated by man, who has frequently classed them as "worthless" areas suitable only for the dumping of waste materials or useful only if drained or filled and converted to terrestrial use. The diagram illustrates a particularly unfortunate modification that destroys the most productive zone and creates residential property that is vulnerable to storms. When the doubled costs (i.e. ; the original construction cost and subsequent cost of maintenance and repair of storm damage paid by the taxpayer) of such changes and the high potential of the unmodified estuary for seafood protein and waste treatment are considered, it is clear that utilization in the natural state is preferable.- Many states are enacting legislation to preserve this "best and highest use".

Eugene T. Odum

The Gateway Wetlands--Reviewing the situation.

1. What is the value of mangroves to the Gateway Wetlands?

2. Why are mangroves such successful pioneer plants?

3. What is Detritus? What eats it?

4. Explain why an estuary can be called the "Cradle of the Sea".

5. List five commercially important animals which spend part of their lifetime in the estuaries of the wetlands.

6. How does <u>man</u> fit into the ecosystem of marshlands?

7. If the municipal run-off of water from St. Petersburg suddenly became heavily polluted with oil and raw sewage, what effect would this type of input have on the ecosystem of the estuary?

8. Do you think this threat exists for the Gateway area? What measures could prevent such a disaster for the wetlands?

9. Do you think Tampa Bay "needs" the Gateway area as an estuary? Explain.

10. What do you think are the chances for survival for the Gateway Wetlands even if this area is not developed?

Value Sheet

In the last several days you have been introduced to a local environmental problem. In the next few weeks you will look at practical ways to engage in political conflicts such as this one. But, before you do get involved politically, you need a political goal. That is, you must now decide which alternative course of action you think is worth pursuing and seriously consider why you think it is the best.

Briefly describe the course of action you think is best in solving the Gateway controversy.

List all the positive results if your alternative was put into effect.

List all the negative results if your alternative was put into effect.

Explain how the positive effects outweigh the negative effects, at least more so than any other possible alternative.

Lesson Three

Strategies for Conflict

UNIT OBJECTIVE: Given a list of the following concepts, interest group and political resource, and a list of their attributes, the student will be able to match the verbal symbols with their attributes.

The rest of the objectives for this lesson are in the "Instructor's Manual" of the simulation game "In Conflict"*. This includes unit objectives and enabling objectives.

PROCEDURE:

Pre-Lesson: Set up for simulation. The simulation game contains its own instructions and materials. Five students are needed per game. To become familiar with other aspects of this game, teacher should read both "Participant's Manual" and "Instructor's Manual".

1. Teacher should begin class by telling students that they are going to play a game that teaches the student some strategies for winning conflicts. While playing the game, they will deal with a variety of political conflicts. certain things they do will help them win the conflicts, certain things will assume their cost. The idea is to learn those strategies that bring victory.

2. After students are settled in their appropriate seats, start the slide-instruction kit. This slide and cassette explains how to play a round of the game. Have students play their first round with the help of the slide. (Game should last a class period at least).

MATERIALS:

Simulation Game--"In Conflict"

EQUIPMENT

Tables on which to play the game.
Slide projector and screen.

* Note: "In Conflict" is a simulation game that was developed independently of state funds. The simulation is a game that allows the student to be placed in a variety of conflicts. In these conflicts the student is to learn certain processes that will help him win those conflicts and in turn, the Game. For your information, the "Instructor's Handbook" is included to give you the objectives of the game and more, an idea of what the game is about.

For further information write to:

Robert Gutierrez
4291 Neptune Drive
St. Petersburg, Fla. 33705

Overview

The purposes of In Conflict are to have students, first, get a sense of appreciation for political conflict and second, to develop some skills in participating in societal conflict. These two purposes call for some important sub-skills: bargaining, analyzing, and decision-making.

In Conflict involves four players, one referee, and sixty minutes of class time. An average class of say thirty, can have six games going at once. The teacher then should select appropriate number of referees... (one for each game). After giving each student a brief introduction as to the processes of the game, he should just let the students play the game. Teacher should limit his interference of the game to explaining any rule in the Participant's Manual which a student might not understand.

In Conflict is a board game and has certain similarities to "Monopoly". Its chief objective is to teach certain processes of societal conflict. It should be remembered, the teacher should interfere as little as possible. To be able to help students, teacher should read the Participant's Manual.

The theoretical foundation of this game can be found in its position paper. (Portion of position paper dealing with model used for this game in appendix of this Manual).

Special Note

The flexibility of this game is that it is applicable to any conflict area or set of conflicts that might be present in a society at any one time. Teacher might substitute the specific conflicts on the board with other conflicts. Therefore, the game can be used in history and problems of democracy courses as well as in government courses. For example: Can you imagine using this game to study the conflicts that led to the Civil War?

If the teacher does decide to substitute other conflicts, a few things must be kept in mind.:

1. Conflicts vary in regards to intensity and relevancy. In the game the amount of "conflict strength bills" ascribed to each conflict and their "visibility" points are to reflect that fact. The teachers conflicts should also reflect this concern, both on the playing board and in the "goal packets".

2. Conflicts should be understandable to students. It is hard to "fight" for a conflict that is completely irrelevant or when there is insufficient knowledge.

Target Population

The simulation was developed for high school students. As alluded to before, the game can be used to instruct students in government, problems of democracy, civics or history courses. In general, the game may be extended to any class that deals with societal conflict. No special knowledge in poli tical science or related fields is necessary, although some

knowledge of contemporary conflict issues might aid the students in relating to the game more easily.

It is assumed the students playing the game will basically typify the average high school student.

It is hoped that the game will aid these students to achieve a better grasp of politics and advance them into the more theoretical concerns of political science. For example, the assumptions upon which this game is based may be used to deduce testable hypotheses in the study of political phenomena.

Entry Behavior - General

The student enters into the game with a great deal of intuitive notions about conflict--most of them are usually negative. The social studies courses in elementary and middle or junior high schools have probably introduced the concept of conflict through text books and lectures. On the other end of the cotinuum over sensationalized news casts, movies and the like, have presented conflicts as highly destructive. Therefore, this type of presentation leaves them with confused notions about conflict.

Since conflict and the ability to handle conflict is important in students' lives, unclear notions may leave the student overly anxious or apathetic. The game then, is to aid in the necessary cognitive aspects of being able to handle conflict for the student. It presents the generalized strategy used in society to handle conflict effectively. He is free to evaluate that strategy favorably, unfavorable or perhaps even irrelevant to his needs.

Instructional Entry Behavior

This game is intended to serve the average high school classroom. One requirement to use the game is that the game cannot stand alone. Other instruction is necessary to meet functional objectives on conflict. As a matter of fact, it is recommended the game be used as a springboard for the study of societal conflict.

After Game Objectives

1. Given a case study on societal conflict, the student will analyze the conflict as to its factions and conflict strengths.

2. Given an essay describing the generalized strategy for conflict which is presented in the game with blank spaces where important different variables and factors to that strategy are missing, the student will demonstrate his ability to generalize the strategy by appropriately filling in the blanks.

3. Given a list of 8 to 10 conflicts in which the student can become involved and given the continuum, very interesting, interesting, neutral, uninteresting, very uninteresting, the student will demonstrate any positive change in interest between pre and post-test in checking their interest levels for the separate conflicts.

4. Given a list of newspaper articles (4 or 5) dealing with different societal conflicts before and after playing the game, the student will identify those conflicts in which he could get involved. In the post-test he will identify more conflicts in the category of his possible involvement.

Lesson Four

Power, Power, Everywhere

UNIT OBJECTIVES

1. Given the following concept, Power, the student will be able to match the verbal symbol with the following attribute:
   a situation when one party gets another party to do something the second party would not do otherwise.

2. Given the following types of power, coersive, legitimate, reward, expert and referent, and a list of four statements with each word, the student will choose the statement that illustrates the appropriate type of power. The criterion for each type is as follows:

   a. coersive: power based on the expectation of punishment
   b. reward: power based on the expectation of a positive result.
   c. referent: power based on the wish to become a part or associated with something.
   d. expert: power based on the belief of someone's superior knowledge
   e. legitimate: power based on respect or loyalty to some authority.

LESSON (enabling) OBJECTIVES:

1. Students will become exposed to a definition of social power.

2. Students apply the definition to a series of social situations.
3. Students generalize different types of power.
4. Students recall the given definition of power and the different types given.

PROCEDURE:

Pre-LESSON: Set up slide presentation with cassette

1. Show slide presentation with cassette. It is suggested that discussion be conducted during the breaks in the presentation. The following can be used as guidelines:

First Break:
   a. What is a common characteristic of these slides?
   b. What is motivating the people of the slides?
   c. Do you consider the people having any problems? Which ones?
   d. How does the idea Power relate to these slides?

Second Break:
   a. What idea is carried on from the first set of slides?
   b. Is there a change in motivation?
   c. Did you ever strive for the type of things these people have? Why?
   d. Can you offer someone else this type of thing in order to get them to do something?

Third Break:

a. Why are the people doing the things shown?
b. What do you think about their motivation?
c. Would you do something similar?
d. Do you think you could get someone to do something for similar reasons?

Fourth Break:

a. Using the type of motivation used here, do you think you can get someone to do something?
b. How might this process be used politically, that is, to resolve conflict?
c. Do you believe these are examples of power? Many social scientists would.
d. Can you think of another example that might fit into this series? What?

Fifth Break:

a. Would you listen to those people?
b. What is the similarity between this series and the others? What is different?
c. What ideas make up the concept of social power?
d. List the sources of power you have.

2. Hand Out. Reading #2. Students do the exercise on the sheet.

3. With the time remaining, discuss "In what ways do students have power in school, in the family, in the community"?

Material:

Reading #2
Slide Presentation

Equipment

Slide projector and screen

To the Teacher:

In this lesson, a set of slides was used to have students conceptualize the idea of Social Power. The slides cannot be reproduced here but the teacher can produce his own set. What follows is a description of the slides that were used during the field testing of this unit.

For Coersive Power:

1. A father menacingly looking down at his son caught in a corner. Boy has frightened expression.

2. Two children tugging at each other with violent expressions.

3. A boy with a stick chasing another boy.

4. A prison guard with a shotgun slung over his shoulder looking over some working prisoners.

5. The faces of concentration camp prisoners behind barbed wire.

6. Close-up view of leg irons on a prisoner's legs.

For Reward Power:

7. Two children enjoying a gushing fire plug.

8. A group of baseball players on the field, congratulating a fellow player.

9. An Olympic star displaying her medals.

10. Workers tending machines at a textile plant.

11. Olympic star being congratulated.

12. Construction worker doing his job.

For Referrent Power:

13. A group of girls gossiping to one another.

14. Two boys walking with their arms over each other's shoulders.

15. Two elderly people being affectionate to each other on a bus.

16. A team of young baseball players in prideful pose.

17. Three boys playing leap frog.

18. An exhausted soldier carrying his wounded buddy to a foxhole.

For Expert Power:

19. Student explaining a scientific device to his fellow classmates.

20. A doctor giving a child an injection.

21. Teacher aiding a young student to draw.

22. A teacher explaining something with the aid of a map to two students.

23. A scientist explaining the workings of a missile to a group of men.

For Legitimate Power

24. A World Ware I Marine recruiting Poster showing a Marine getting angry over the news story of the Huns invading.

25. A religious procession in a foreign country. The people are carrying a statue of the Virgin.

26. A young child and an older child saluting an American flag.

27. Grade schoolers carrying an American flag around the classroom.

28. A family praying around a dinner table.

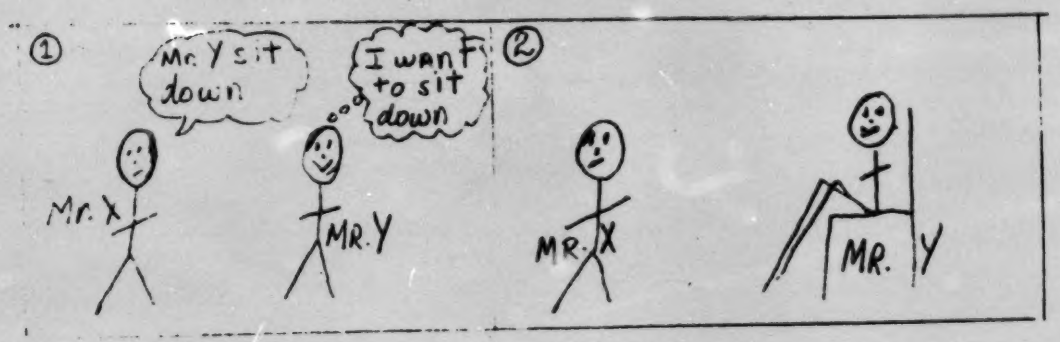
29. A mother teaching her two young children how to pray.

30. A group of old men pledging allegiance to the Flag.

Reading #2

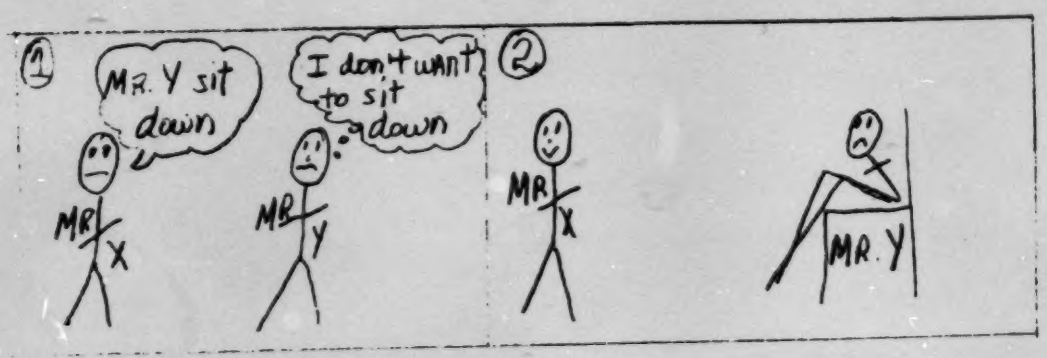
In this unit you are asked to make a value commitment and political strategy in order to solve a political controversy. In any political controversy the participants must use social power. You deal with power every day. You might have some power over some people. What exactly is power? As you might know, power is when one person or group makes another person or group do something they would not do otherwise. The school setting places you at the receiving end of power, for example: when your teacher tells you to do some homework you don't want to do but do it anyway. If you wanted to do it, then your teacher did not exercise power over you. Let us use cartoons to show what social power means:

CARTOON I



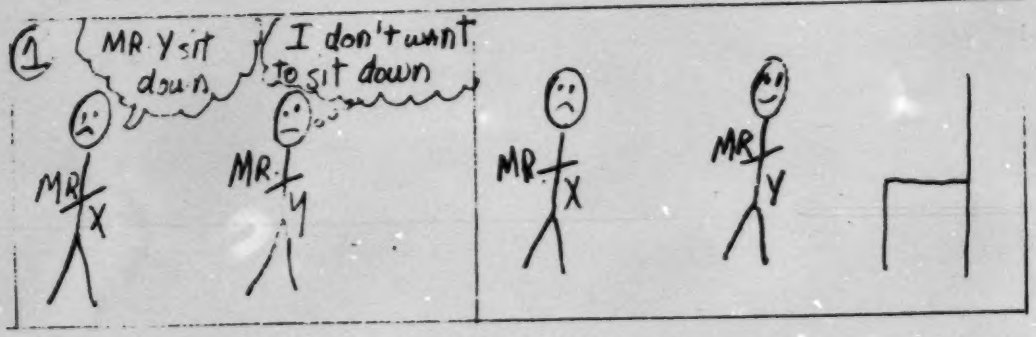
Mr. X has NO Power over Mr. Y

CARTOON II



Mr. X has power over Mr. Y

CARTOON III



Mr. X has NO power over Mr. Y

Only in cartoon 2 does Mr. X use power over Mr. Y because only in cartoon 2 does Mr. Y sit down because Mr. X wants him to do so.

Think of carton 2 for a second. How many different reasons may Mr. Y have for being forced to sit down. Let's invent different Mr. X's and Mr. Y's and write in the different motivations Mr. Y could have for sitting down.

Case One:
Mr. X is a doctor with a worried look on his face and tells Mr. Y, an old man, to sit down. Mr. Y doesn't want to but does. Why?

_____

_____

To which set of pictures did this type of power refer?

Case Two:
Mr. X and Mr. Y are very good friends for many years. Mr. X tells Mr. Y to sit down. Mr. Y doesn't want to but does. Why?

_____

_____

To which set of pictures did this type of power refer?

Case Three:
Mr. X weighs 310 lbs and stands 6' and 4" tall. Mr. Y is 5' and 2" tall and weighs 120 lbs. Mr. X tells Mr. Y to sit down. Mr. Y doesn't want to but does sit down. Why?

_____

_____

To which set of pictures did this type of power refer?

Case Four:
Mr. X is a judge and Mr. Y is a witness. Besides being scared of being punished why would Mr. Y sit down in a court of law when told to do so by the judge? (Remember, he doesn't want to sit down.)

_____

_____

To which set of pictures did this type of power refer?

Case Five:
Mr. X is an old man. Mr. Y is a young boy. Mr. X has a lollipop stretched out, asking Mr. Y to sit down. Mr. Y does even though he doesn't want to. Why?

_____

_____

As you can see, there are different reasons why people do things other people tell them to do, even when they do not want to do those things.

Lesson Five: How Do Pressure Groups Work -- Organization

Unit objectives:
1. Given information that describes a successful campaign in a political, environmental conflict and four statements that relate to the description, the student will choose the statement that hypothesizes a cause and effect relation between the variable, organization, and success in the conflict.

2. Given a hypothesis that relates the ability or inability of a well organized group to subvert the will of the majority and some case description in which the idea of the hypothesis is tested, the student will form a conclusion as to the validity of the hypothesis, i.e.; form a generalization.

Lesson (enabling) objectives:
1. Student will define a case study as describing a conflict between environmentalist and developers.
2. Student will identify successful political resources used by the environmentalists.
3. Student will hypothesize the best political resources for winning an environmental conflict.
4. With political case studies describing other conflicts and other issues, the student will test his hypotheses from #3 for their validity.
5. Student will formulate a generalization as to the best political strategy to use which is supported by the above data.

PROCEDURE:

Pre-Lesson--Students are to read before class, for homework, Reading #5, "Victory on San Francisco Bay", by J. Gooding (taken from "The Environment: A National Mission for the Seventies" by the editors of Fortune). Students might also review their position taken in Lesson One.

DAY 1

1. Teacher makes sure the students understand the basic facts of the San Francisco case. The teacher might want to establish who were the factions of the conflict, the general strategies used by the factions, and which side was most successful.

2. Have students formulate a definiton for the term "pressure group".

3. Teacher might also establish the similarities between this conflict and the initial conflict involving the wetlands at Gateway.

4. Teacher reminds students that political resources are anything that can help a faction win a conflict. Then he asks the class:

> From the information given in the San Francisco case, what political resources might be beneficial in getting the alternative you chose in the wetland conflict into effect?

Answers should fall logically from the San Francisco case. In general the overall resource referred to in this new case is "organization". Logical resources that aid development of organization might include intelligence, money, communication facilities, and so on. Student answers serve as hypotheses and should be listed on the board. After each hy-

pothesis is suggested, students should offer some evidence from the case study that indicates the usefulness of the resource suggested. To aid in leading the discussion, here is a standard for good hypotheses:

a. It should conjecture upon a relationship between two or more variables (or concepts).
b. It should be stated clearly and unambiguously in the form of a declarative sentence.
c. It should be testable; that is, it should be possible to restate it in an operational form which can then be evaluated on data. (Taken from B. W. Tuckamn's "Conducting Educational Research", Harcourt Brace Jovanovich, Inc., p.24). The idea is not to follow these standards too rigidly, especially if the students are new with this process; more important is their handling of the concept "political resources".

5. If students have not suggested organization per se, teacher should do so. Explain that an organization is a group of people, with coordinated roles, who are trying to accomplish some goal (s). Have students briefly explain how the case shows an example of organization.

6. Add to the hypotheses on the board, if not done so already by the students, that organization helps win conflicts. Then discuss the merits of that hypothesis.

7. Finally, place the following hypothesis: organized political factions can prevent governments from following the will of the majority. Discuss the validity of this hypothesis.

*Note: Teacher should have students make a copy of the hypotheses this inquiry has produced so far for future reference.

8. Assignment for homework: Tell students to read in the American Political Behavior text, pp. 467-471, "A Tightly Knit Organization". This reading can be looked at as data to test the hypotheses formulated in class.

DAY 2

9. Lead the class in discussion on how the story for homework supported the hypotheses that were stated in class the previous class period. The following questions can be used as guides:

a. How does a story about a rifle association help us see if the hypotheses stated in class are true?
b. When the conflict is first introduced to Juliani, who do you think was winning the conflict?
c. Point to as many examples in the case study as you can, that demonstrate the beneficial use of organization.
d. Check to see how many different types of power you see.
e. Does it offer any new hypotheses on how to win a conflict? Which ones?

10. You might lead the discussion to the question, if a group is organized well, can it prevent the will of the majority from prevailing? The discussion might follow these ideas:

a. Does this case prove that a majority can be kept from having its policy go into effect? What evidence is there to support this?
b. Do you think the people concerned feel consciously they are subverting the will of the majority or do they not care at all?
c. React to the statement: To win a political conflict you can not bother yourself with the will of the majority: the majority does not care anyway.

11. Assignment for homework: Students are to read pages 471-475 in "The Squeaky Wheel" in the American Political Behavior text.

DAY 3

12. Review in discussion the questions on page 476 to clear up any problems in understanding the reading.

13. Ask students to review the hypotheses the inquiry is testing. In their review they should see how this case study either supports or negates any of them. The case shows how a person without much organization becomes a winner in a political conflict.

> Does this necessarily mean one doesn't need organization to win conflicts?
> Would Maria Begay have done better with an organization?
> What sources of power does Maria use?
> How does this case add to your understanding of how to win political conflicts?
> How often do people like Maria win their conflicts?

These questions can be used for discussion. Students should formalize their conclusions on what helps win a political conflict and list them. Tell students they will use these conclusions in the next lesson.

Optional

14. Assignment for class or homework: Students are to read pages 476-480 in American Political Behavior.

15. Class discussion again to test hypotheses. The case study "The Activists" describes another level of organization at work. This case can further add to student's understanding with more data.

Materials:	Equipment
Handout #5 "Victory on San Francisco Bay"	None
American Political Behavior	
pages 467-480	

Lesson Six: A strategy for Victory

UNIT OBJECTIVE

1. Given a test question that asks for students to write down the two generalizations held by political scientists, the student will recall the following generalizations by writing down statements that denote their meaning. They are:

   a. If a group of persons trying to attain political favors is well organized, then that group will tend to have more power than a group not as organized.

   b. If an interest group has sufficient skill and power, then it can block public policy supported by the majority of people.

2. Given the assignment, in a two page paper, write down a political strategy that implements your value choice in the Gateway problem. The student will apply logically, the conclusions he formulated during the course of this unit.

Lesson (enabling) Objectives

1. Student will express a conceptual understanding of the generalizations formed in previous lesson.
2. Student will express an understanding of the generalizations in unit objective #1 above.
3. Student will express understanding of the major components of the Gateway controversy.

PROCEDURE:

1. Teacher led discussion to review the unit to date. The following questions can serve as general guide to the discussion:

   a. What is the Gateway controversy about?
   b. What was your solution to the controversy?
   c. What political obstacles do you think stand in the way of your solution from coming into being?
   d. What kinds of things help a person win a political conflict?

2. Have student copy the two generalizations in unit objective #2 above. Tell student he is responsible to remember these generalizations. Explain that the two statements are <u>not</u> to be considered absolute truth,but they are considered to contain merit by many political scientists who work in the study of conflict. The discussion can proceed to make sure student understands the generalizations and to find out what students think about them in light of their inquiry in lesson #5.

3. Teacher hands out the worksheet entitled "My Political Strategy". Tell student he can use notes or any aides at his disposal to fill out the worksheet. Teacher may also pass out the St. Petersburg "Times" article as an additional aid to the student. It is suggested two school day periods be taken for this assignment. Collect the sheets and evaluate them according to unit objective #2 above. It is cautioned that strict evaluation at this time in the course is inadvisable.

WORKSHEET: My Political Strategy

It is time for you to apply what you have learned about taking part in political conflicts and bringing demands upon the political system. You are to fill out this sheet as best you can with the information you have. You are expected to devise a political strategy to implement the solution you thought best to solve the political controversy of the Gateway.

1. What was the solution you chose to solve the Gateway controversy? Briefly explain the reason for your decision.

2. List the general things that allow people to win political conflicts.

3. If you were an active participant in the Gateway conflict, trying to implement your solution, which one of the things listed in number two would help you succeed? Explain.

4. Write out a strategy that is a description of what you would do if you were to work toward the implementation of your solution.

A two-page article "County Purchase, Preservation of Gateway Swamp Proposed" by Robert Hooker from the St. Petersburg Times" August 2, 1974 which appeared on page 1-B and was continued on 7-B was removed in order to conform with copyright law.

Test for the Experimental Unit
in American Government

Read the following story and then answer the questions that follow it....

It's a Man's Natural Right

As a long-term resident in a small valley outside of Belmont, farmer Sam Simpson is about to fill in some of the low-lying portions of his property. Because these areas tend to fill with water quickly during heavy rains, he feels that adding fill would cause the water to go elsewhere, and thus make this land more productive.

That part of his property which farmer Simpson wants to fill in however, constitutes a flood plain for most of the valley. In time of heavy rain this flood plain protects the homes of families living in lower parts of the valley against flooding and guards against mass erosion of the fertile black soil.

Because the flood plain serves as an outlet for excess water that accumulates during the spring rains, high property values for homes in the lower region of the valley have been preserved. If Sam Simpson is allowed to carry out his plan, the homes of residents below his property will be in danger of severe flooding; these residents will find the value of their property has declined because of the threat of flood; and most of the rich topsoil has been washed away during the spring floods. While others will be affected by Mr. Simpson's plan, he feels he has the right to do whatever he wants with his land, especially if he can make it more productive. He contends that surrounding homeowners were told before they moved into the area that portions of the flood plain would be filled in some day.

The State's Environmental Control Board is now looking into the issue and considering whether the state should confiscate that part of Simpson's property which falls within the flood plain and compensate him for it. As Simpson sees it, this compensation falls short of the real value of that part of his property.

(Taken from Deciding How to Live on Spaceship Earth, by R. F. Allen et al.)

1. In which of the following ways does this case present a dysfunctional problem for the political system?

   a. The case demonstrates how chaotic a problem can become

   b. The case demonstrates how difficult it is to maintain sufficient support for the political system

   c. The case demonstrates how fast a situation changes for a political system

d. The case demonstrates how enemies of the political system can work toward its demise

2. In the conflict of the above case, the factions involved, (that is, the nature of the conflict) are:

   a. Sam Simpson vs. State's Environmental Control Board

   b. Simpson's neighbors vs. State's Environmental Control Board

   c. Sam Simpson vs. his neighbors.

Match the following ideas with a characteristic that helps make up the meanings of these ideas:

Ideas (concepts)	Characteristics (attributes)
3. Interest Group_____	a. Anything that can be used to win a political conflict
4. Political Resources_____	b. The ability to punish
5. Organization_____	c. A set of people that share valuable assets
	d. Anything that can be used in a conflict
	e. An individual who wants a political favor
	f. A set of people with established roles

6. Which of the statements below describes an attribute of the concept power?

   a. When someone does something because he wants to do it.
   b. Only happens when someone is threatened with physical punishment.
   c. When someone does something because someone else wants him to do it.
   d. When someone refuses to do something someone else wants him to do.

Match the following types of power, on the left, with the descriptions on the right:

7. Coersive_____	a. Power based on the expectation of a positive reward.
8. Referrent_____	b. Power based on the expectation of a punishment.
	c. Power based on respect or

loyalty to some authority.

9. Legitimate_____

d. Power based on the wish to become a part or associated with something.

10. In the case above, suppose Mr. Simpson tried to negotiate with the lower residents and tried to convince them not to go to the State Environmental Board. And he also tried to keep others from finding out about the conflict. Which of the following hypotheses could explain why Mr. Simpson tried to do this?

a. People who think they are more powerful in a conflict try to expand the conflict

b. People who think they are weaker in a conflict try to expand the conflict

c. People who think they are more powerful in a conflict want the government to regulate the conflict

d. The governmental agencies seek out conflicts which are hidden from them

Read the following story:

Unhappy Youths Fight City Hall

Tommy Hayes, 16, and Billy Lovett, 15, a couple of imperfect spellers, are using pen and paper to fight City Hall.

Borrowing tactics from successful protesters, Tommy and Billy are trying to win over the press--in this case, the St. Petersburg Times--to pressure city fathers to fix up conditions at the city-owned and operated Coquina Key Neighborhood Center.

"We feel the paper will put the pressure on" Billy said of their strategy. "The newspaper will make people more aware of their so-called city government. People have the righ to know and this will help".

Billy, a novice to protest, and Tommy who sports a goatee, mustache and blue wool cap over his scraggly hair, are the power bosses of a six-member outfit known as the Teenage Committee of Coquina Key.

Ignoring their spelling deficiencies, they sat down at a typewriter recently and hunt-and-pecked a three-page letter (double spaced), ticking off their grievances about the neighborhood center, an aging building overlooking the choppy waters of Big Bayou.

11. If you were to make a study of political conflicts and you found that groups like the one described in the story lose their conflicts, and groups such as General Motors, large Labor Unions and so on, won their conflicts, what general statement could you make about political conflicts?

_____

_____

_____

There is a hypothesis that states that the will of majority eventually rules when governmental bodies make decisions. Read the following description and answer the question.

12. Despite the fact that there was no majority opinion for safety equipment in cars, and there was an organized fight by the auto makers against it, Congress passed legislation making the installation of safety equipment mandatory.

What general statement can you make about the validity of this hypothesis given the information of this one case?

_____

_____

_____

Using the case of the Coquina Key teenages, match the appropriate word or phrase on the right with the terms on the left.

13. During the lesson you were asked to memorize two generalizations concerning pressure groups. Writh both in the spaces provided.

A. _____

_____

B. _____

_____

14. Faction_____

15. Conflict Strength_____

a. Tommy and Billy and six member outfit
b. is high in this conflict
c. is low in this conflict
d. the kids seem to have a little bit; the city has a lot
e. is about same in all conflicts

Read this description of a strategy for winning a conflict. You are to fill in the blanks with words that will complete a winning strategy.

When you are involved with a political conflict, the first thing to try to determine whether you are (16)_____, or (17)_____the conflict. If you are winning the conflict the best strategy is to (18)_____ other people. If you are losing the conflict the best thing to do (19)_____other people. In order to do the latter you must be willing to offer some (20)_____, in order to convince them to help.

Circle the number under the different interest levels that best describes your feelings about each of the following conflicts. This is not given a grade.

	very interested	interested	neutral	uninterested	very uninterested
21. Conflict that might arise over recreational facilities at school	1	2	3	4	5
22. Conflict that might arise over the editorial policy of the school newspaper	1	2	3	4	5
23. Conflict that might arise over the alleged incompetence of a teacher	1	2	3	4	5
24. Conflict over a job change your father or mother might be considering	1	2	3	4	5
25. Conflict over the possible change in your school dress code	1	2	3	4	5
26. Conflict that might arise over the change of the cafeteria's head of staff	1	2	3	4	5
27. Possible conflict over which company the yearbook committee might choose to do that book	1	2	3	4	5
28. Possible conflict over the firing of some group employees at some store where you shop	1	2	3	4	5

Read the following list of article titles. They describe conflicts in our society. By checking the appropriate space, indicate which ones you think you could get involved. This is not graded.

		Can get involved	Can not get involved
29.	"Unhappy Youths Fight City Hall Playground"	_____	_____
30.	"The County School Board is Planning to Cut Sports from the Curriculum"	_____	_____
31.	"Bookstore Owners Protest Law on Banning Pronography	_____	_____
32.	"U. S. Government wants to Increase Pollution Controls on Manufacturers	_____	_____